

# **CAREER GUIDE FOR EMPLOYMENT INTERVIEWERS, PRIVATE OR PUBLIC EMPLOYMENT SERVICES**

SOC Code: 13-1071.01

Pay Band: 4 ([Salary Structure](#))

**Standard Occupational Description:** Interview job applicants in employment office and refer them to prospective employers for consideration. Search application files, notify selected applicants of job openings, and refer qualified applicants to prospective employers. Contact employers to verify referral results. Record and evaluate various pertinent data.

**Employment Interviewers, Private or Public Employment Services positions in the Commonwealth are assigned to the following Roles in the [Program Administration Career Group](#):**

[Program Administration Specialist I](#)

While Employment Interviewers, Private or Public Employment Services positions within the Commonwealth are all located within the Program Administration Career Group, individuals may want to pursue other opportunities within the Commonwealth depending upon individual training, education, knowledge, skills, abilities, and interests. This job in the Commonwealth is also unique in that the only agency that employs people in this job is the Virginia Employment Commission.

Other Career Group(s) that may be of interest are:

[General Administration](#)

[Policy Analysis and Planning](#)

[Human Resource Services](#)

## **SKILLS, KNOWLEDGE, ABILITIES AND TASKS**

(Technical and Functional Expertise)

### **Skills**

**Note:** The technical and functional skills listed below are based on general occupational qualifications for **Employment Interviewers, Private or Public Employment Services** commonly recognized by most employers. Typically, you will not be required to have all of the skills listed to be a successful performer. Recruitment and selection standards for an individual state job must be based on the specific knowledge, skills, and abilities for that job as indicated in the job announcement and job description in the Employee Work Profile.

1. Talking to others to convey information effectively.
2. Understanding written sentences and paragraphs in work related documents.
3. Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
4. Considering the relative costs and benefits of potential actions to choose the most appropriate one.
5. Being aware of others' reactions and understanding why they react as they do.
6. Adjusting actions in relation to others' actions.
7. Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
8. Communicating effectively in writing as appropriate for the needs of the audience.

9. Understanding the implications of new information for both current and future problem-solving and decision-making.
10. Motivating, developing, and directing people as they work, identifying the best people for the job.
11. Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
12. Managing one's own time and the time of others.
13. Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
14. Persuading others to change their minds or behavior.

## **Knowledge**

**Note:** The technical and functional knowledge statements listed below are based on general occupational qualifications for **Employment Interviewers, Private or Public Employment Services** commonly recognized by most employers. Typically, you will not be required to have all of the knowledge listed to be a successful performer. Recruitment and selection standards for an individual state job must be based on the specific knowledge, skills, and abilities for that job as indicated in the job announcement and job description in the Employee Work Profile.

### **The Knowledge of:**

1. Principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.
2. Principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.
3. Business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
4. Administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.
5. The structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
6. Human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
7. Principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
8. Media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.
9. Principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.
10. Laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.

## **Abilities**

**Note:** The technical and functional abilities listed below are based on general occupational qualifications for **Employment Interviewers, Private or Public Employment Services** commonly recognized by most employers. Typically, you will not be required to have all of the abilities listed to be a successful performer. Recruitment and selection standards for an individual state job must be based on the specific knowledge, skills, and abilities for that job as indicated in the job announcement and job description in the Employee Work Profile.

### **The Ability to:**

1. Communicate information and ideas in speaking so others will understand.
2. Listen to and understand information and ideas presented through spoken words and sentences.
3. Read and understand information and ideas presented in writing.
4. Speak clearly so others can understand you.
5. Communicate information and ideas in writing so others will understand.
6. Come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
7. Identify and understand the speech of another person.
8. See details at close range (within a few feet of the observer).
9. Apply general rules to specific problems to produce answers that make sense.
10. Combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
11. Concentrate on a task over a period of time without being distracted.
12. Tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
13. Arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
14. Remember information such as words, numbers, pictures, and procedures.
15. Come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.

## Tasks

**Note:** The following is a list of sample tasks typically performed by **Employment Interviewers, Private or Public Employment Services**. Employees in this occupation will not necessarily perform all of the tasks listed.

1. Conduct or arrange for skill, intelligence, or psychological testing of applicants and current employees.
2. Contact employers to solicit orders for job vacancies, determining their requirements and recording relevant data such as job descriptions.
3. Hire workers and place them with employers needing temporary help.
4. Inform applicants of job openings and details such as duties and responsibilities, compensation, benefits, schedules, working conditions, and promotion opportunities.
5. Interview job applicants to match their qualifications with employers' needs, recording and evaluating applicant experience, education, training, and skills.
6. Maintain records of applicants not selected for employment.
7. Perform reference and background checks on applicants.
8. Provide background information on organizations with which interviews are scheduled.
9. Review employment applications and job orders to match applicants with job requirements, using manual or computerized file searches.
10. Search for and recruit applicants for open positions through campus job fairs and advertisements.
11. Select qualified applicants or refer them to employers, according to organization policy.
12. Administer assessment tests to identify skill building needs.
13. Conduct workshops and demonstrate the use of job listings to assist applicants with skill building.
14. Evaluate selection and testing techniques by conducting research or follow-up activities and conferring with management and supervisory personnel.
15. Refer applicants to services such as vocational counseling, literacy or language instruction, transportation assistance, vocational training and child care.

16. Instruct job applicants in presenting a positive image by providing help with resume writing, personal appearance, and interview techniques.

## **INTERESTED?**

Like people, occupations have traits or characteristics. These characteristics give important clues about the nature of the work and work environment, and give you an opportunity to match your own personal interests to a specific occupation. When you choose a job in an occupation that matches your own interests you have taken an important step in planning a successful and rewarding career.

Jobs in this technical occupation are considered **Social, Enterprising, and Conventional**.

The work is **Social** because it frequently involves working with, communicating with, and teaching people. These occupations often involve helping or providing service to others.

The work is **Enterprising** because it frequently involves starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk taking and often deal with business.

The work is **Conventional** because it frequently involves following set procedures and routines. This occupation can include working with data and details more than with ideas. Usually there is a clear line of authority to follow.

## **LICENSURE, REGISTRATION, OR CERTIFICATION REQUIREMENTS**

Generally this is not required for Employment Interviewers, Private or Public Employment Services positions in state government. Some employers may prefer certification. Check with the specific state employer regarding licensure, registration, or certification requirements. However, if you're interested in career opportunities as an Employment Interviewer, Private or Public Employment Services or a related field you should consider including certification and/or licensure in your self-development plan. You may want to consider a certification from one of the two major HR associations in the US: the Society for Human Resource Management (SHRM) and The International Public Management Association for Human Resources (IPMA-HR).

SHRM offers two professional certifications:

1. Professional in Human Resources (PHR)
2. Senior Professional in Human Resources (SPHR)

Information regarding these two certifications is available from SHRM at: 1800 Duke Street, Alexandria, Virginia 22314 USA, (800) 283-SHRM; visit the SHRM customer service web link at [Contact SHRM](#) ; or visit the SHRM main web site at: <http://www.shrm.org/>

The IPMA-HR also offers two certifications:

1. IPMA-Certified Professional (IPMA-CP)
2. IPMA-Certified Specialist (IPMA-CS)

Information regarding these two certifications is available from IPMA-HR at: 1617 Duke Street, Alexandria, VA 22314, Phone: (703) 549-7100; visit the IPMA-HR certification web page at <http://www.ipma-hr.org/index.cfm?navid=241>; or visit the IPMA-HR main web site at:

<http://www.ipma-hr.org>.

## **EDUCATIONAL, TRAINING, AND LEARNING OPPORTUNITIES**

Previous work-related skill, knowledge, or experience is required for this occupation. Employees in this occupation usually need one or two years of training involving both on-the-job experience and informal training with experienced workers. This occupation usually involves using communication and organizational skills to coordinate, supervise, manage, or train others to accomplish goals. It usually requires training in a vocational school or related on-the-job experience. An associate's or bachelor's degree is usually preferred by employers.

Sources of educational, training, and learning opportunities include:

1. College/University coursework or degree.
2. The Virginia Community College System, <http://www.vccs.edu/>
3. Join professional organizations such as the Society for Human Resource Management, <http://www.shrm.org/> or the International Public Management Association for Human Resources <http://www.ipma-hr.org>.
4. Explore the professional development opportunities offered through the Human Resource Institute of the Virginia Department of Human Resource Management, <http://www.dpt.state.va.us/training/hri/hri.html>
5. On-the-job training.
6. Certification programs from the Society for Human Resource Management, <http://www.shrm.org/> or International Public Management Association for Human Resources <http://www.ipma-hr.org>.

## **COMMONWEALTH COMPETENCIES**

Competencies are a set of identified behaviors, knowledge, skills, and abilities that directly and positively impact the success of employees and the organization. Competencies can be observed and measured. When consistently demonstrated, competencies make employees particularly effective in their work. Competencies help lay out a road map to career success. You can use the Commonwealth Competencies to help improve your individual performance by adopting behaviors that make high performing employees successful in their jobs. In this way, you can use the Commonwealth Competencies for your further professional development.

**The Commonwealth Competencies are:**

1. Technical and Functional Expertise
2. Understanding the Business
3. Achieving Results
4. Serving the Customer
5. Teamwork
6. Interpersonal and Communication Skills
7. Leadership and Personal Effectiveness

The above competencies may be applied to employees throughout the Commonwealth of Virginia. They can be rank-ordered by agencies and hiring managers to represent the needs of a specific job. The rank ordering will change depending upon the occupation, an organization's priorities, the actual job requirements, and the supervisor's preferences.

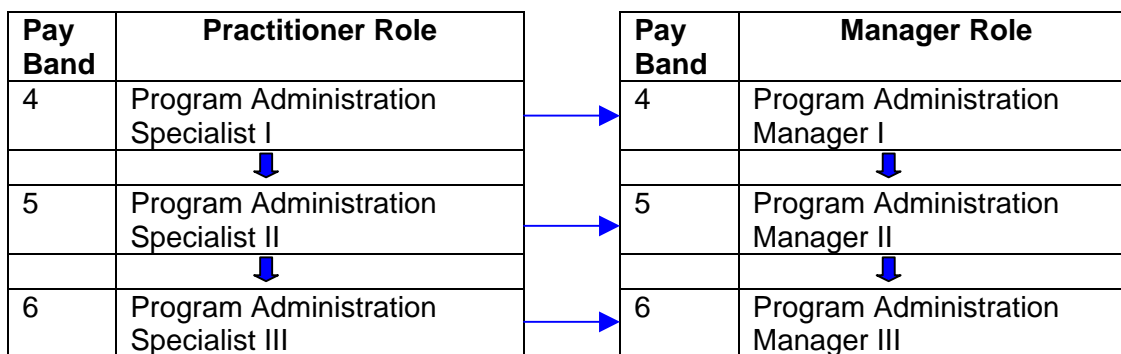
Career success is both about what you do (applying your technical knowledge, skills, and ability) and how you do it (the consistent behaviors you demonstrate and choose to use) while interacting and communicating with others. Hopefully, by studying the Commonwealth competencies, identifying your developmental opportunities, and working to refine your own competence, you can take charge of your career!

For additional information about the **Commonwealth Competencies** go to: [http://jobs.state.va.us/cc\\_planningctr.htm](http://jobs.state.va.us/cc_planningctr.htm). For the competencies, we first list the competencies and then define each. Finally, we list competency indicators; to describe what successful performance looks like.

## **COMMONWEALTH CAREER PATH**

Career opportunities in the Commonwealth are not limited to moving “up” to the next highest role and pay band, changing positions, or to becoming a supervisor. That’s because most roles describe a broad group of occupationally related positions that perform a range of work that requires increased knowledge and skills. For that reason, Commonwealth roles describe the career paths within the same or higher-level role for the same or different Career Group. The broad salary range and the Commonwealth’s pay practices provide flexibility in recognizing career development and advancement. ([Salary Structure](#))

For example:



### **Sample Career Path**

#### **Program Administration Specialist I**

The Administrative and Office Specialist I role provides career tracks for operational and administrative support specialists such as the office support aides or postal aides providing entry-level support by performing well-defined office duties of a routine and repetitive nature under close supervision. The range of duties includes, but is not limited to, alphabetizing, filing, photocopying, sorting, delivering mail, and/or routine document processing.

#### **Program Administration Specialist II**

The Administrative and Office Specialist II role provides career tracks for operational and administrative support specialists such as office support assistants and secretaries who perform a wide variety of journey-level office/program and administrative support duties based on agency business needs. Duties are performed within specific guidelines using established

policies and procedures. The range of duties includes, but is not limited to, general office, secretarial, fiscal, and support activities.

### **Program Administration Specialist III**

The Administrative and Office Specialist III role provides career tracks for operational and administrative support specialists, such as fiscal technicians, human resource assistants, claims technicians, medical records technicians, procurement technicians, licensing specialists, customer services representatives, executive secretaries, administrative assistants, office supervisors, and facilities coordinators. Duties range from journey-level to supervisory level and may include compliance assurance, report writing, reconciliation of information or financial data, records management, scheduling, claims review and processing, data collection and analysis, research, inventory, budget management, personnel administration, and funds collections or expenditures.

### **Program Administration Manager I**

The Program Administration Manager I role provides a career track for first-level managers who perform day-to-day program administration and service delivery within organizational unit(s). Responsibilities include management of administrative, budgeting, operational and programmatic activities.

### **Program Administration Manager II**

The Program Administration Manager II role provides career tracks for managers who focus on immediate to long-range program issues affecting the management of a program. Typical responsibilities within this role include management of administrative, budgeting, planning, scheduling, operational, and programmatic activities.

### **Program Administration Manager III**

The Program Administration Manager III role provides career tracks for managers who oversee multiple program activities that are long-range in focus. Responsibilities include management of complex programs; identification of target population needs, monitoring programs, evaluation of overall program performance, implementation of policies and procedures, and supervision of all levels of program personnel.

## **ADDITIONAL OCCUPATIONAL INFORMATION CAN BE FOUND AT:**

O\*NET (Occupational Information Network)

<http://online.onetcenter.org/>

Virginia Employment Commission

<http://www.alex.vec.state.va.us/>

Career One Stop

<http://www.careeronestop.org/>

Virginia Career Resource Network

<http://www.vacrn.net/>